

# Learner Support, Reasonable Adjustments & Special Considerations Policy



Potential powered up

<b>Distribution</b>	All staff		
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## DOCUMENT CONTROL

Version	Name	Comment	Date
1.0	G. Dawkes	New issue as Leep Group	30.01.2026

## Policy Statement

For the purpose of clarity, the term “Leep” refers to the family of Leep organisations – Back to Work, Leep Trade & Leep Talent.

The Leep Group is dedicated to creating an inclusive, supportive, and effective learning environment for all learners. This policy combines the principles of learner support with reasonable adjustments and special considerations, ensuring that all learners, including those with disabilities or additional needs, have equal opportunities to succeed.

## Introduction

The Leep Group aims to provide a framework of support tailored to the individual needs of all learners. This ensures that each learner can access the curriculum, achieve their learning goals, and reach their full potential. The policy outlines how we identify, support, and assess the needs of learners, focusing on those requiring reasonable adjustments, special considerations, and additional learning support.

We are committed to:

- Identifying and addressing learners' specific needs.
- Promoting equality and respect for all learners.
- Supporting curriculum staff to meet individual learner requirements.
- Encouraging learner independence through targeted support.
- Regularly reviewing support effectiveness and learner progress.

## Reasonable Adjustments

Reasonable adjustments are made to reduce the impact of a learner's disability, medical condition, or learning difficulty, enabling them to access assessments fairly without compromising the integrity of the qualification. These adjustments are determined based on the individual's needs and may include:

- Extra time for assessments (up to 25% of the total assessment time).
- Use of readers, scribes, or sign language interpreters.
- Providing adapted materials such as Braille or enlarged print.
- Modified exam settings (e.g., separate supervision or quiet rooms).
- Access to technology aids (e.g., speech synthesizers, audio recordings).

These adjustments must be requested and agreed upon prior to assessments to ensure that they are in place for the learner on the day of their exam or activity.

## Special Considerations

Special considerations are applied when a learner is temporarily disadvantaged during an assessment due to illness, injury, or other unforeseen circumstances. This could result in minor post-assessment adjustments to marks or additional opportunities to retake assessments. Special considerations do not provide an unfair advantage but ensure that the learner's result reflects their true achievement under the given circumstances.

Examples of situations that may warrant special considerations include:

- Temporary illness or injury.
- Personal or family emergencies occurring during an assessment.

In such cases, Leep will apply appropriate measures to ensure the learner is not unfairly penalised for events beyond their control.

### Learner Support

Leep Group is committed to providing a supportive learning environment for all learners, including those with physical or learning disabilities. Support provisions include:

- Accessible classrooms and facilities.
- Additional 1:1 or small group sessions based on individual needs.
- Support for learners with learning difficulties and/or disabilities, including literacy, numeracy, and language support.
- Referrals to external partners when specialist support is needed (e.g., health services, niche support organisations).

Support for learners at risk of underachieving, with action plans created for learners who need additional stretching and challenging.

Learner support is determined based on individual needs, with options including:

- Assistive technology (e.g., speech-to-text software, modified resources).
- Additional time or adapted materials for assessments (e.g., use of readers, scribes, or larger print).
- Tailored teaching and learning strategies to support different learning styles and requirements.

### Roles and Responsibilities

- **Learners** are encouraged to disclose any additional learning needs prior to starting their course and to work closely with tutors and support teams.
- **Tutors and Coaches** are responsible for identifying learners' support needs and ensuring that the appropriate adjustments are in place throughout the learner's journey.
- **Leep Management** will work together to assess, implement, and review support arrangements, ensuring that all learners receive the required assistance.
- **External Partners:** Leep aims to partner with relevant external agencies to ensure comprehensive learner support.

### Review and Monitoring

Learner support and reasonable adjustments will be regularly monitored throughout the learner's journey with Leep to ensure the adequacy and effectiveness of the support provided.

- Regular progress reviews will be conducted by tutors and assessors.
- Learners will receive feedback and updates regarding their support and progress.
- The level of support may be adjusted if necessary to meet the learner's evolving needs.

### Confidentiality

All information regarding learner support and reasonable adjustments is treated with confidentiality. Access to this information is strictly controlled and only shared with relevant staff involved in providing support.

## **Appeals**

If learners disagree with decisions made regarding reasonable adjustments, special considerations, or learner support, they can appeal through Leep's Complaints and Appeals Procedure.